

# General Certificate of Education Travel and Tourism

## Specimen Question Papers and Mark Schemes

From 2010 onwards

TT09 Question Paper  
TT09 Mark Scheme

TT11 Preliminary Material  
TT11 Question Paper  
TT11 Mark Scheme



General Certificate of Education  
Specimen Question Paper based on June 2008  
Advanced Level Examination

# Travel and Tourism

# TT09

## Unit 9 Travel and Tourism – People and Quality

### For this paper you must have:

- four 8-page lined answer books, one for each task
- your preparatory folder.

You may also use graph or plain paper to support your answers if you wish.

You may use a calculator.

### Time allowed

- 4 sessions of 1½ hours each

**PREPARATORY FOLDERS MUST BE HANDED IN BY DDMMYY**

**TO BE OPENED AND ISSUED TO CANDIDATES FROM DDMMYY**

### Instructions

- Do **not** write anything on this paper. It must be brought into each examination session 'clean'.
- Use black ink or black ball-point pen. Pencil, including colours, should only be used for drawing.
- Write the information required on the front of your answer books. The **Examining Body** for this paper is AQA. The **Paper Reference** is TT09.
- No materials from your preparatory folder are to be stuck into your answer books.
- Attempt **all** assignment tasks.
- Start each assignment task in a new answer book.
- Cross through any work you do not want to be marked.

### Information

- The maximum mark for this paper is 80.
- The marks for questions are shown in brackets.
- Your preparatory folder will be returned to you at the start, and collected in at the end, of each examination session.
- In Assignment Task 4(b) you will be marked on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary where appropriate. The legibility of your handwriting and the accuracy of your spelling, punctuation and grammar will also be considered in this Assignment Task.

# TT09

## INSTRUCTIONS AND GUIDANCE FOR TEACHERS AND CANDIDATES TAKING EXTERNALLY ASSESSED ASSIGNMENTS

### The externally assessed assignment

The assignment must be taken during the two-week assignment period. It may be taken as one 6-hour session or in up to four 1½-hour sessions. Each session must be a multiple of 1½ hours.

### Preparing for the assignment

Candidates will sit the assignment under examination conditions. The preparatory folder, which must contain only notes written by the candidate and material collected from the organisations studied, must be collected by the teacher **before** the two-week assignment period begins. The folder will be given out at the beginning of each controlled conditions session and be collected in with the scripts at the end of each session and kept securely by the teacher between sessions. Nothing may be added to the folder during the two-week assignment period and no other material may be taken into the examination session(s).

### Writing the assignment under controlled conditions

The assignment consists of four tasks, each designed to be completed in 1½ hours. Each task is to be written in a new answer book. At the end of each 1½ hour session, the answer book containing one completed task will be collected and kept securely by the teacher until the end of the final session. No alterations or additions may be made to candidates' answers to each task once the session has ended.

At the end of the final (fourth) session, the four answer books for each candidate must be fastened together and sent to the designated examiner with the appropriate Centre Declaration Sheet, etc. The preparatory folders must be kept under secure conditions until after the Enquiries upon results deadline. AQA may call for these preparatory folders to be made available at any time during this period.

Controlled conditions sessions may be in any multiple of 1½ hours and must be completed within the two-week assignment period. Examples of some acceptable time allocations are shown below:

1	2	3	4	One six-hour session
1½ hours	1½ hours	1½ hours	1½ hours	

1	2	3	4	Two three-hour sessions
1½ hours	1½ hours	1½ hours	1½ hours	

1	2	3	4	Four 1½-hour sessions
1½ hours	1½ hours	1½ hours	1½ hours	

1	2	3	4	One 4½-hour and one 1½-hour session
1½ hours	1½ hours	1½ hours	1½ hours	

or any other combination of four sessions in 1½ hour multiples.

### Presentation of the assignment

- Keep strictly to the set tasks.
- You are advised that the completed assignment should be contained within a range of sixteen to twenty-four sides of written A4.

---

Attempt **all** assignment tasks.

Complete Assignment Task 1 during session 1.

---

### THE ASSIGNMENT

#### Assignment Task 1: Complaints and serious situations

For this task, your answer must relate to any **one** travel and tourism organisation that you have studied. Clearly indicate the name of the organisation at the start of your answer.

In all organisations, managers may be required to deal with more serious complaints or situations than employees at a lower level.

- (a) For your chosen organisation, outline **two serious** situations or problems where managers would need to get involved.

(2×3 = 6 marks)

- (b) For **one** of the serious situations or problems that you identified in (a), explain and justify the course of action that the manager would follow.

(6 marks)

- (c) Evaluate the organisation's procedures or systems for dealing with serious situations and emergencies.

(8 marks)

**End of Assignment Task 1**

---

Complete Assignment Task 2 during session 2.

---

**Assignment Task 2: Quality and customer service standards**

For this task, your answer must relate to any **one** travel and tourism organisation that you have studied. Clearly indicate the name of the organisation at the start of your answer.

- (a) Explain how 'quality' is defined in your chosen organisation.  
*(6 marks)*
- (b) Evaluate how well your chosen organisation meets the needs of different types of customer.  
*(7 marks)*
- (c) Discuss, with examples, how your organisation has made or could make improvements in the quality of its customer service.  
*(7 marks)*

**End of Assignment Task 2**

---

Complete Assignment Task 3 during session 3.

---

**Assignment Task 3: Management and motivation of staff**

For this task, your answer must relate to any **one** travel and tourism organisation that you have studied. Clearly indicate the name of the organisation at the start of your answer.

Managers in travel and tourism organisations need to ensure that health, safety and security are maintained in the working environment. They also need to motivate teams in order to deliver high quality customer service.

- (a) Explain what is done in your chosen organisation to ensure the health, safety and security of staff.  

*(10 marks)*
  
- (b) Evaluate the approaches and techniques used in your chosen organisation to motivate staff and teams.  

*(10 marks)*

**End of Assignment Task 3**

---

Complete Assignment Task 4 during session 4.

---

**Assignment Task 4: Operating in accordance with the law**

Unlike Assignment Tasks 1 to 3, for this task your answer **may** now refer to **more than one** travel and tourism organisation that you have studied.

- (a) Explain and illustrate why managers in the travel and tourism industry need to keep up to date with any new regulations.
- (8 marks)*

- (b) Discuss, with examples, how recent changes in legislation have affected the travel and tourism industry.

Answer this Assignment Task in continuous prose. The quality of written communication will be assessed in your answer.

*(12 marks)*

---

**There are no assignment tasks printed on this page**



---

**There are no assignment tasks printed on this page**



**General Certificate of Education**

**Travel and Tourism**  
**8651/8653/8656/8659**

**TT09          People and Quality**

**Specimen Mark Scheme from 2010**

**Based on June 2008**

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2009. AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

## General Guidance for Assistant Examiners of A Level Travel and Tourism

### Quality of Written Communication

As required by QCA, the marking scheme for this unit includes assessment of quality of written communication. There are no discrete marks for the assessment of written communication, but in the question/s indicated quality of written communication will be assessed as one of the criteria within each level.

### Levels Marking – General Criteria

The following criteria relate to knowledge, understanding, critical application and the quality of written communication as outlined in the AQA GCE Travel and Tourism subject specification. They are designed to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has reached. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

*Level 1*     The answer is basic.

- Some knowledge is given but this is incomplete. It may contain errors and/or misunderstandings.
- Understanding is shown, but this may be partial or superficial.
- Simple skills are shown, but the candidate struggles with more complex skills. Written communication is basic but conveys meaning, despite some spelling and/or grammatical errors.
- There is some reference to the vocational aspects of the course, but the answer does not show a clear understanding of the needs of the working situations that are mentioned.

*Level 2*     The answer is clear.

- Knowledge is shown and used in a relevant context. There are few errors or misunderstandings.
- Understanding of simple concepts is shown clearly, and there is some understanding of the more complex ideas of the course.
- Competent skill levels are shown, and the candidate uses some more complex skills. Written communication is clear and conveys meaning well. There may be some spelling or grammatical errors, but the candidate also uses some more sophisticated and mature constructions.
- There is reference to the vocational aspects of the course, and the answer show a clear understanding of some of the needs of the working situations that are discussed.
- The candidate shows some ability to evaluate material provided by the examiner or from his/her own research. Where applicable, some predictions are made on the basis of this material.

*Level 3*     The answer is detailed.

- Detailed knowledge is shown and used well, in a relevant context. There are few, if any, errors or misunderstandings.
- Understanding of most concepts (including the more complex ideas of the course) is shown clearly and in detail.
- Strong skill levels are shown, and the candidate uses a variety of more complex skills. Written communication is almost faultless and conveys meaning in a very clear way. The candidate uses more sophisticated language and mature constructions.

- There is reference to the vocational aspects of the course, and the answer show a detailed understanding of the needs of the working situations that are discussed.
- The candidate can evaluate material provided by the examiner or from his/her own research. Where applicable, detailed predictions are made, and well justified, on the basis of this material.

**NB:** A perfect answer is not usually required for full marks. Clearly it will be possible for a candidate to demonstrate variable performance between the levels. In such cases the principle of ‘best-fit’ should be applied.

### **Annotation of Scripts for Levels Marked Questions**

- In levels marking one tick does **not** necessarily equate to one mark. Ticks should **not** be used in levels of response answers, although they are perfectly acceptable in points-marked answers.
- In levels marking underlining should be used very sparingly, to indicate where a section of an answer is to be found. For example, where a candidate begins to describe the opportunities of an organisation after describing its weaknesses in a SWOT analysis without starting a new paragraph.
- Statements that are particularly pertinent or indicate a certain level of understanding should be bracketed in the margin nearby with a note of the level (L1, L2, etc.) attained.
- Use L1, L2, L3, etc. in the left-hand margin. Examiners should note in the margin where a candidate has achieved a particular level of understanding, **each time** that level has been reached in a task. By looking back through the task at the frequency of use of the various levels, the examiner will be able to determine the overall level of the response.
- An up arrow next to the level indicator (e.g. L2↑) would show that the response is at the top end of the level, a down arrow (e.g. L2↓) that it is at the bottom of a level and an equals sign (e.g. L2=) that it is securely within the level. Another acceptable indicator would be ‘just’ (e.g. L2 – just), showing that a response has just achieved a certain level.
- Candidates sometimes produce large amounts of material that is irrelevant to the task or generic/theoretical only and not creditworthy. Sideline this material and make an explanatory note in the margin (e.g. ‘theory’ or ‘not relevant’).
- Marks allocated to sections of a question should be written in the margin at the end of the section, but not circled, and the section marks added up to give the final mark.

### **General Advice**

It is important to recognise that many of the answers within this marking scheme are only exemplars. Where possible, the range of acceptable responses is indicated but, because many questions are open ended in nature, alternative answers may be equally credit worthy. The degree of acceptability is clarified through the Standardisation Meeting, and subsequently by telephone with the Team Leader as necessary.

**Preamble regarding the choice of an appropriate travel and tourism organisation.**

For their answers, candidates are expected to choose an organisation from the travel and tourism industry. The Specification for Unit 1 provides a valuable list of sectors: transport providers, accommodation providers, tour operators etc. When candidates do not choose an appropriate organisation, the maximum they can score for each Assignment Task will be 10 marks. Answers that do not refer to organisations are unlikely to score above level 1.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(a)	<p><b>For your chosen organisation, outline two <i>serious</i> situations or problems where managers would need to get involved.</b></p> <p>The number <u>two</u> is important: one expects two answers, each answer will get up to three marks:</p> <ul style="list-style-type: none"> <li>• 1 mark for presentation of the situation/problem (e.g. <i>'the head receptionist will get involved if a customer refuses to pay the bill when they check out because they say they did not use the mini-bar and the receptionist himself cannot deal with that and he would call his line manager'</i>)</li> <li>• 2 marks for extra information/details which could be theoretical or illustrative (e.g. <i>'customers sometimes try to defraud the organisation and we must be careful but sometimes there are genuine errors in the bill'</i>). The top mark may reward candidates who explain why it is a serious situation (as opposed to a routine operational situation whereby managers would not need to get involved). The trigger for the third mark will be the organisation-specific dimension of the answer (<i>'This tends to happen in the busiest periods such as the Hat Fair early July because the Hotel du Vin is then very busy, as Mr Buttivant explained when we visited his establishment...'</i>)</li> </ul> <p>Candidates might demonstrate a vivid imagination (e.g. a customer found murdered in their hotel bedroom), this is acceptable as long as it is plausible and qualifies as 'a serious situation or problem' (thefts and accidents qualify as 'serious situation or problem').</p> <p>The two situations/problems must be different: if they are too similar then RUBRIC (for example a stolen bag in a hotel bedroom and a stolen coat in a hotel bedroom).</p>	2 x 3	AO2 AO3

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(b)	<p><b>For one of the serious situations or problems that you identified in (a), explain and justify the course of action that the manager would follow.</b></p> <p>Of the two problems/situations presented in (1a), candidates are free to choose the one they prefer. If they choose another one, the maximum they can score here will be 3 marks.</p> <p><b>Level 1</b> The answer is descriptive: it states what the manager would do (<i>contact the owner, call the police, call a doctor, call the tourist's tour operator...</i>) yet without much explanation with regard to the rationale for the course of action. Within level 1, a more detailed answer will score higher.</p> <p><b>Level 2</b> Trigger for Level 2: explanation and justification. At Level 2 candidates have paid close attention to the command words (‘explain and justify’), they show they understand why that specific course of action is appropriate and they explain the rationale for that course of action. Within level 2, higher mark may be awarded to candidates who comment on the course of action that must always be followed in case of emergency, or to candidates who comment on the facts that ‘standard procedures cannot be relied upon in all circumstances’ and that ‘recent trends in a compensation culture affect the operation of travel and tourism organisations’ (to quote the Specification).</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<p><b>A02</b></p> <p><b>A03</b></p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(c)	<p><b>Evaluate the organisation's procedures or systems for dealing with serious situations and emergencies.</b></p> <p><b>Level 1</b> At level 1, the answers are descriptive: with statements about procedures or systems currently in place (e.g. panic button under the desk at reception, emergency call to security agency, insurance) yet without evaluation (simple statements such as '<i>this is good</i>' are not considered as sufficient evaluation as this task is assessing AO4). A more detailed answer will score higher within level 1.</p> <p><b>Level 2</b> At level 2, there is evaluation of the procedures ('<i>this is safe because...</i>', '<i>this may not be sufficient if ... because...</i>'), about their strengths and possibly weaknesses too. At level 2, candidates show not only their knowledge of the procedures (level 1) but they also demonstrate their ability to evaluate. Top marks within level 2 will reward well argued and cogent evaluations.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO4</b></p>
<b>Total</b>		<b>20</b>	



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p><b>Explain how ‘quality’ is defined in your chosen organisation.</b></p> <p>‘Quality’ (a keyword in the name of the Unit itself!) can be defined in different ways: it may mean fitness for purpose, reduction of variability, or compliance with specifications; it may denote some degree of achievement or excellence (with reference to benchmarking or other indicators). Some organisations may use some of the quality criteria listed in the Specification (<i>price/value for money, reliability, accessibility, availability...</i>). Candidates are not expected to use all definitions and criteria (as some may not be suitable/relevant, it will depend on the chosen organisation).</p> <p><b>Level 1</b> Quality is defined in the context of the organisation: candidates write about the meaning (and maybe also importance) of quality in their chosen organisation. Answers may include references to customer service standards or to quality criteria to measure quality performance (for example reliability for an airline operator).</p> <p><b>Level 2</b> Candidates do not just define quality (in the context of the organisation), but they also explain that definition; this could be done by referring to the sector in which the organisation operates, or to the presence or absence of benchmarks, or to competitors’ own approaches ... Put another way, level 2 answers really take the command word into account (‘explain’). Within level 2, higher marks may reward candidates who are able to comment about quality at a more general level in the travel and tourism industry, showing how their organisation is (only) part of a wider sector.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<p><b>AO2</b></p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(b)	<p><b>Evaluate how well your chosen organisation meets the needs of different types of customer.</b></p> <p>Depending upon the organisation, “types of customer” will have different meanings: it could be a segmentation by age, budget, type of tourists etc. Candidates are not expected to use the terminology of market segmentation (this is not the remit of this Unit), but they need to show that they know the types of customer of their chosen organisation (for example: a local travel agent could work with (a) families and (b) senior citizens, and with (a) customers on low income more interested in budget bargains and (b) customers for whom the originality of the experience matters more than the price.)</p> <p><b>Level 1</b> Level 1 answers refer to the different types of customers of the organisation, showing (in simple terms) how their needs may differ and how the organisation caters for them nonetheless. A more precise answer (giving details about different customers’ needs) will score higher within level 1.</p> <p><b>Level 2</b> At level 2, answers have an evaluation (AO4), for example with comments on the way the organisation caters well/better for certain segments than others (e.g. with more products on offer). At this level answers are critical (this does not mean that candidates have to negatively criticise the organisation: statements that the organisation meets the needs of all types of customers are acceptable as long as they are justified).</p>	<p><b>1 – 3</b></p> <p><b>4 – 7</b></p>	<p><b>AO4</b></p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(c)	<p><b>Discuss, with examples, how your organisation has made or could make improvements in the quality of its customer service.</b></p> <p>Candidates can refer to implemented improvements (for example as part of an existing quality enhancement policy) or they can suggest possible ways to improve the quality of the customer service (with more imaginative answers).</p> <p><b>Level 1</b> At level 1, answers display concrete and realistic ideas but limited discussion, i.e. limited engagement with ideas (such as the rationale behind the improvements). Bullet points and very brief suggestions (<i>'have more staff'</i>) will remain at the bottom of level 1. At the top of level 1, there are embryonic explanations (<i>'have more staff will shorten waiting time'</i>) which are true but not precisely contextualised.</p> <p><b>Level 2</b> At level 2, answers include both examples and a discussion in the context of the organisation (for example candidates could explain why <i>staying open late one evening a week might benefit some of the customers of the travel agency, the ones who work during the day, they can then visit the travel agency on Thursday evening when they go for their late shopping until 10pm, and this eventually results in more business for the travel agency.</i> Detailed answers (with details both about the changes/improvements and about the reasons/justifications) will enable candidates to achieve higher marks within level 2.</p>	<p><b>1 – 3</b></p> <p><b>4 – 7</b></p>	<p><b>AO4</b></p>
<b>Total</b>		<b>20</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p><b>Explain what is done in your chosen organisation to ensure the health, safety and security of staff.</b></p> <p>Please note the focus on <u>staff</u>; answers about health, safety and security of <u>customers</u> will remain at level 1. (Some good points may be made about health, safety and security of customers, and some of those points may apply to staff too, but candidates are asked to write about staff).</p> <p>By law (e.g. Health and Safety at Work Act) many systems have to be in place in all organisations (ranging from fire evacuation procedures to food and hygiene) to ensure the health, safety and security of staff.</p> <p><b>Level 1</b> Level 1 answers demonstrate knowledge gained through research (AO3) on the organisation (e.g. <i>Ms Rudge is the health and safety officer who looks after health and safety for all staff or all receptionists are trained in first aid so if a member of staff has a small accident at work any receptionist can help</i>). More detailed answers will score higher within level 1.</p> <p><b>Level 2</b> At level 2, answers contain explanations (i.e. <i>why do they do that in the organisation: why is there a Ms Rudge who works as health and safety officer, why are there lockers for staff belongings, why did the hotel join a free counselling service for staff...</i>) The answers may relate to legislation, to corporate policy, to good practice etc. More detailed explanations will score higher within level 2.</p> <p><b>Level 3</b> At level three, the descriptions are precise, the explanations are convincing and candidates have considered all three areas (health, safety and security). At level 3, some very able candidates may even make evaluations or recommendations for improvements (i.e. writing about ‘what is <i>not</i> done...’ to ensure the health, safety and security of staff): candidates who do that extra step within level 3 may be rewarded accordingly.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p> <p><b>7 – 10</b></p>	<p><b>A03</b></p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(b)	<p><b>Evaluate the approaches and techniques used in your chosen organisation to motivate staff and teams.</b></p> <p>The Specification lists a range of approaches and techniques: financial and other incentives, positive physical working environment, team working, empowerment, good communication, management style, job rotation, hours of work etc. One does not expect all organisations to use them all ~ indeed, even if one organisation does not use any (which is doubtful) the candidate could nonetheless answer the question (evaluating the very fact that the organisation fails to do anything to motivate its staff) ~ this is a very unlikely scenario, yet one that needs to be mentioned here in this marking scheme.</p> <p><b>Level 1</b> Level 1 answers demonstrate knowledge gained through research on the organisation: candidates write about the approaches and techniques used in the organisation, yet at level 1 there is no evidence of evaluation (like in question 1c, simple statements such as <i>'this is good'</i> are not considered as sufficient evaluation). More detailed answers will score higher within level 1 (for example descriptive details about job rotation systems or bonus schemes).</p> <p><b>Level 2</b> Trigger for level 2: evaluation. Answers at level 2 include elements of evaluation. Candidates comment on the advantages of the approaches and techniques used in the organisation (and maybe also on their disadvantages, although this is less likely). More precise or detailed answers will score higher within level 2.</p> <p><b>Level 3</b> Trigger for level 3: evaluation of several approaches and techniques is critical, i.e. with both positive and negative elements. (This does not imply that the evaluation is balanced, but at least both aspects are considered). At level 3, some very able candidates may even make recommendations for improvements (e.g. suggesting other methods not yet used in the organisation but potentially beneficial); like with level 3 in question (3a), candidates who do that extra step within level 3 may be rewarded accordingly.</p>	<p><b>1 – 3</b></p> <p><b>4 – 7</b></p> <p><b>8 – 10</b></p>	<p><b>A03</b></p>
<b>Total</b>		<b>20</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p><b>Explain and illustrate why managers in the travel and tourism industry need to keep up to date with any new regulations.</b></p> <p><b>Level 1</b> At level 1, answers include <i>either</i> explanations (with theoretical comments about responsibilities and management) <i>or</i> illustrations (with examples of regulations or of some stories/anecdotes). Within level 1, higher marks will be awarded to candidates who clearly demonstrate their understanding of that managerial responsibility.</p> <p><b>Level 2</b> At level 2, answers include <i>both</i> explanations and illustrations, i.e. both ‘theory’ and ‘practice’. Within level 2, higher marks will be awarded to candidates who clearly link the two, or to candidates who suggest the potential problems of management not ensuring that new regulations are complied with (possible scenarios could include non-implementation of smoking bans in restaurants and subsequent customers complaints, or illegal discrimination against some customers who may later decide to sue the organisation).</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO1</b> <b>AO4</b></p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(b)	<p><b>Discuss, with examples, how recent changes in legislation have affected the travel and tourism industry.</b></p> <p>This question does not refer to specific pieces of legislation or to specific sectors of the tourism industry; nonetheless, it directly relates to key points from the Specification about the need for candidates to be aware of the latest developments in the legislation affecting the industry. The question does <i>not</i> insist upon <i>recent</i> changes (i.e. in the last months/years) so candidates could opt for a more longitudinal approach, for example considering how the 1995 DDA has affected (or not) the travel and tourism industry.</p> <p>One expects a discussion, i.e. a structured argumentation, with precise references (for example to licensing laws or smoking bans that may or may not have changed restaurants practices, or to security measures at airports that may or may not have affected airports operations).</p> <p><b>Level 1</b>  At level 1, some relevant points are made, with relevant elements of answer but the overall answer is not presented as a clear discussion: the argumentation is fragmented and disjointed (possibly with long, irrelevant passages). Within level 1, precise and pertinent examples will enable candidates to score higher, for example with references to details on a new piece of legislation and its consequences for T&amp;T operators.  Some attempt to use a form and style of writing appropriate to purpose and subject matter  Ideas are communicated in a basic way with limited use of specialist vocabulary. There are noticeable errors in accepted conventions of written communication.</p> <p><b>Level 2</b>  At level 2, answers are presented as a clear discussion, considering different sides of the argument, different points of view. Level 2 answers are likely to comment on the fact that some changes have affected some organisations, whilst others have remained unaffected. More detailed answers will score higher within level 2, for example with efforts to contrast precise situations or precise examples (e.g. the airline industry vs the hospitality industry).  Limited use of a form and style of writing appropriate to purpose and subject matter.  Ideas are communicated with some structure evident with occasional use of specialist vocabulary. There are some errors in accepted conventions of written communication.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO1</b> <b>AO3</b></p>

	<p><b>Level 3</b></p> <p>Level 3 answers will be structured as a discussion that ends with a clear conclusion on the basis of evidence provided (<i>changes in the legislation have enormously affected the travel and tourism industry... or...changes in the legislation hardly affect the travel and tourism industry</i>). The best candidates within level 3 may demonstrate a subtle understanding of the underpinning politics, emphasising how the T&amp;T industry is a highly regulated environment (with some legislation affecting the whole industry, whilst others are sector-specific).</p> <p>Full use of a form and style of writing appropriate to purpose and subject matter.</p> <p>Ideas are communicated using a logical structure, with use of specialist vocabulary where appropriate. There are few errors in accepted conventions of written communication.</p>	<b>9 – 12</b>	
<b>Total</b>		<b>20</b>	





General Certificate of Education  
Specimen Paper based on June 2008  
Advanced Level Examination

## Travel and Tourism

**TT11/PM**

Unit 11      Impacts of Tourism

## Preliminary Material

To be opened and issued to candidates on DDMMYY

### Instructions

- This material **must** be kept unmarked for use in the forthcoming examination.
- You **must** take this material with you into the examination.
- Do **not** contact the destinations and facilities mentioned in this material for more information.

### Advice

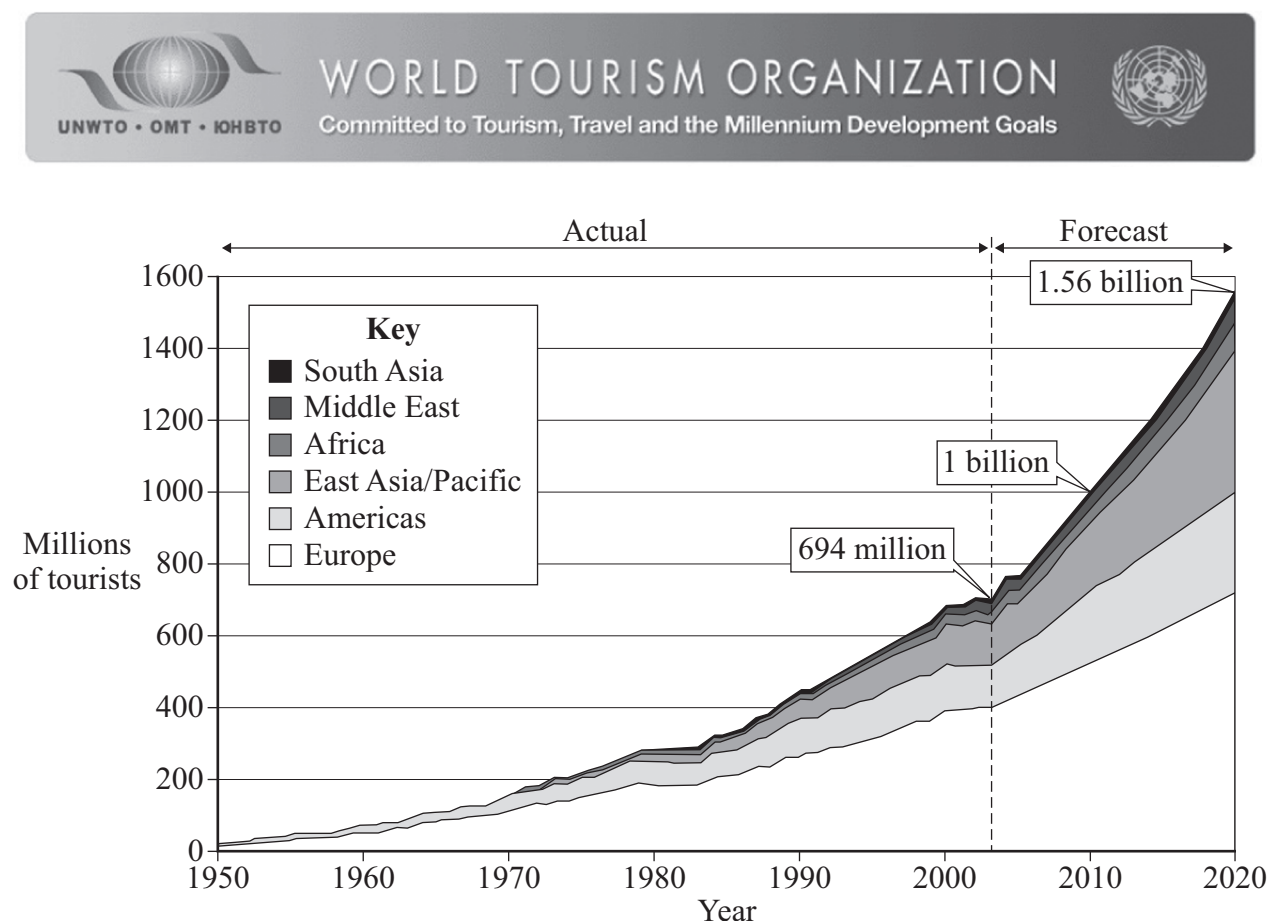
- You should read the information contained in this booklet and become familiar with the data provided.

**TT11/PM**

## Item A Tourism 2020 Vision

*Tourism 2020 Vision* is the World Tourism Organization's long-term forecast and assessment of the development of tourism, as made in 2003.

The graph shows actual and forecast tourist numbers between 1950 and 2020.



The table shows forecast tourist numbers, market share and average annual growth rates 1995–2020.

	Base Year	Forecasts		Market share		Average annual
	1995	2010	2020	(%)		growth rate (%)
	Tourists (Million)			1995	2020	1995–2020
South Asia	4	11	19	0.7	1.2	6.2
Middle East	14	36	69	2.2	4.4	6.7
Africa	20	47	77	3.6	5.0	5.5
East Asia and the Pacific	81	195	397	14.4	25.4	6.5
Americas	110	190	282	19.3	18.1	3.8
Europe	336	527	717	59.8	45.9	3.1
WORLD	565	1006	1561	100	100	4.1

## Item B Information about Tourism Concern



# TourismConcern

**Tourism Concern's Mission Statement: to ensure tourism always benefits local communities.**

**WHAT WE DO** – Tourism Concern has a wide range of exciting and innovative projects. We work with communities in destination countries to reduce social and environmental problems connected to tourism, and with the outbound tourism industry in the UK to find ways of improving tourism so that local benefits are increased. We fight exploitation in tourism.

**TOURISM FOR COMMUNITIES** – Central to Tourism Concern's work is the fact that tourism often causes or exacerbates poverty. This is something that few people have fully realised, but which has received more credence over the last few years. Agencies working overseas are also increasingly finding that tourism development impacts on the lives of the communities they work with in just the same way as other multinational industries such as oil and mining companies might.

Tourism Concern has been working since 1989 to raise awareness of the negative economic, cultural, environmental and social impacts of tourism. Advocacy is a major part of our work and, time and again, the message from our Southern (Third World) partners is the same: "We want tourists, but at the moment we don't benefit from them." Communities often find that they have tourism imposed on them by governments and foreign developers and tourism businesses; that there is little linkage between tourism – especially at a mass scale – and local industry, such as agriculture; that land and natural resources are frequently co-opted, often illegally; and that their cultural traditions are appropriated and commercialised.

Our links with communities and agencies working in developing countries show that there is great concern that the trend in tourism is towards greater control by multinationals; more all-inclusive tourism which excludes local people and businesses; and greater numbers. The consequences of such a trend proving true could be disastrous for local people.

**THE TOURISM INDUSTRY** – We seek to work with the tourism industry rather than against it. We don't believe that considering the welfare of local people has to mean a 'worse' holiday. Indeed, we would like to convince those who run and manage our holidays that tourism can support local people, cultures, environment and economies, and still be exciting and enjoyable.

**CAMPAIGNING** – If only bad practice could be turned into good simply by holding a friendly and frank discussion around a table! Although that can sometimes work, it is difficult when large commercial interests are at stake. For us, public campaigning is essential, not least because public opinion matters increasingly to the well-being of private companies. Tourism Concern has been campaigning on human rights and tourism for several years.

One of our main campaigns has been to highlight how people lose their homes and livelihoods through the development of tourism, and often for the creation of conservation areas. Imagine losing your home without compensation for a new hotel development. Imagine what it would be like to live without access to water because it was being hived off by hotels. We have particularly focused on the displacement of people, such as the Maasai, from their homes in East Africa.

Our campaign "Trekking Wrongs: Porters' Rights" highlights the terrible conditions which porters who accompany trekkers endure in mountain environments – carrying huge loads for very low pay in sub-zero conditions and without proper clothing, equipment, or even overnight shelter.

**FAIR TRADE IN TOURISM** – These days, an increasing number of consumers want to be more 'people-friendly'. This is often called 'fair trade'. If you've seen or bought fair trade coffee or bananas, you'll know what we're talking about. Tourism Concern's "Fair Trade in Tourism" project takes fair trade one step further – into holidays. This means working with the travel industry to make things fairer for people living in destinations but it's also about showing every individual holiday-maker how they can play their part. We have distributed thousands of our "All the Fun of the Fair: A Quick Guide to Fairtrade Tourism" leaflets to travel agents which were sent out with tickets.

We believe fair trade in tourism could be the way forward, and that fair trade will help define a new way of managing tourism which shares its benefits more equitably between travellers, the tourism industry, governments of the countries we visit and, above all, the people among whose homes we take our holidays.

---

Item C Extracts from The World Travel and Tourism Council's 'Blueprint for New Tourism'

# BLUEPRINT FOR NEW TOURISM

THE WORLD TRAVEL & TOURISM COUNCIL (WTTC) IS THE BUSINESS LEADERS' FORUM FOR TRAVEL & TOURISM, WORKING WITH GOVERNMENTS TO RAISE AWARENESS OF THE IMPORTANCE OF ONE OF THE WORLD'S LARGEST GENERATORS OF WEALTH AND JOBS.

With Chief Executives of some one hundred of the world's leading Travel & Tourism companies in its membership, WTTC has a unique mandate and overview on all matters related to success in Travel & Tourism.

Over the past few years, the Travel & Tourism industry has had to contend with a series of unprecedented challenges. International events, such as terrorism and SARS, and economic turbulence have led to significant changes in Travel & Tourism demand.

At the same time, international events have acted as a catalyst, accelerating fundamental changes in market behaviour and travel patterns that have been slowly emerging over the past decade. While business plans have become increasingly short term, more and more governments are starting to realize that they cannot leave Travel & Tourism growth to chance.

**Travel & Tourism as a partnership, delivering consistent results that match the needs of economies, local and regional authorities and local communities with those of business, based on:**

- 1 Governments recognizing Travel & Tourism as a top priority
- 2 Business balancing economics with people, culture and environment
- 3 A shared pursuit of long-term growth and prosperity

This *Blueprint for New Tourism* sets out the vision – and issues a call to action, for business and for the world beyond business.

This emerging global consciousness represents a great opportunity for our industry.

New Tourism is a new sense of coherent partnership between the private sector and public authorities. It is geared to delivering commercially successful products – but in a way that ensures benefits for everyone. New Tourism looks beyond short-term considerations. It focuses on benefits not only for people who travel, but also for people in the communities they visit, and for their respective natural, social and cultural environments.

**Travel & Tourism means jobs. A worldwide community of a quarter of a billion people working in the Travel & Tourism sector by the end of this decade – with the firm prospect of sustainable growth in the future.**

And more than jobs, Travel & Tourism means service to customers, a gateway to economic progress at national and local levels, and prospects for greater dignity and a better life for people across the world.

Recent international events have nonetheless dramatically demonstrated that these wider benefits of Travel & Tourism can no longer be left to chance. And it has become increasingly evident that everyone has a stake in realizing this huge potential.

To translate this new consciousness of the sector's value into action and to ensure these wider benefits are achieved, we need a new vision:

## WHAT HOLDS TRAVEL & TOURISM BACK

Local conditions inhibit growth – everything from incoherence in planning to discouragement through taxation, and from obstacles to business to a lack of training support.

External factors damage confidence – everything from legal uncertainties over ownership or inadequate utilities and infrastructure, to risks of terrorism, crime or disease.

## A NEW CONSCIOUSNESS IS NEEDED

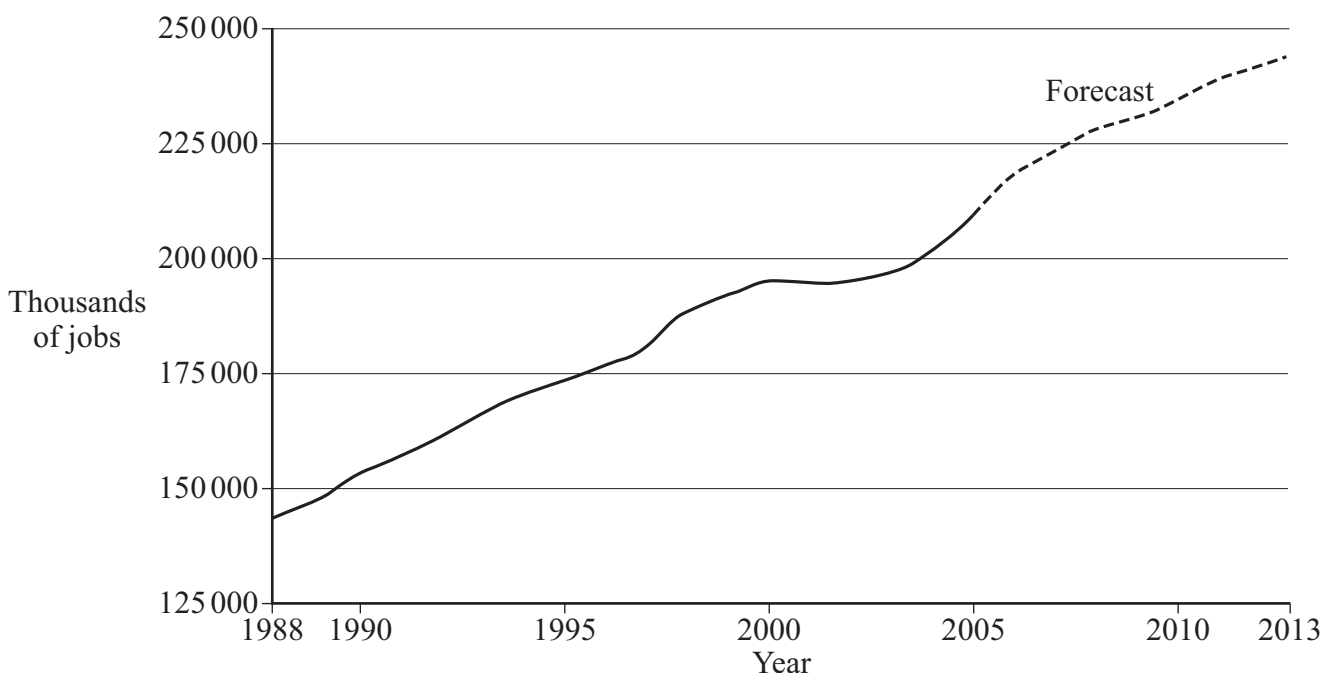
Solutions exist to external disruption and local neglect. Travel & Tourism can continue to deliver its current benefits and can extend them even more widely, all the time ensuring that it remains sensitive to its potential negative impacts.

## WHAT NEW TOURISM CAN DO

It can provide:

- New hope for people and economies. New Tourism is a force capable of dramatically improving economic and social well-being right across the globe, and it is just waiting to be unleashed.
- Coherent policy driving higher-value Travel & Tourism traffic and better yields.
- Enhanced national revenues bringing improved economic conditions, while assuring the widest spread of benefits, and winning engagement of all partners.
- Dependable prospects generating increased business, investment and jobs, at national and regional levels, and in economies at all stages of development.

## WORLD TRAVEL & TOURISM ECONOMY EMPLOYMENT



## Item D Extracts from information on two of Tourism Concern's long running campaigns



### Trekking Wrongs: Porters' Rights

**TourismConcern**

#### Tourism Concern's campaign on working conditions for porters.

**Frostbite, altitude sickness and even death can be the cost for the porters carrying trekkers' equipment in the Himalayas, on the Inca Trail in Peru and at Mount Kilimanjaro, Tanzania. Tourism Concern's new campaign aims to put a stop to the abuse of porters' human rights.**

Mountain trekking – it's exhilarating, it's beautiful, it's challenging. But how many of us could do it without the porters who carry our luggage and equipment? Porters are an essential part of treks, but the reality of their working conditions comes as a shock.

Think of Himalayan trekking, and many of us picture the famously hardy sherpas accompanying big-name mountaineers on Everest expeditions. But they also accompany thousands of tourists and, while the sherpas are from high altitude areas, most Nepalese porters are poor farmers from lowland areas who are as unused to the high altitudes and harsh conditions as western trekkers.

Many people don't know this and a myth seems to have been created that porters are superhuman. The massive weights they carry, the cold and the high altitudes are nothing to them. They're different.

But this is madness. In fact, Nepalese porters suffer four times more accidents and illnesses than western trekkers. Making matters worse, there are many reports of porters being abandoned by tour groups when they fall ill. Porters have even been abandoned in life-threatening blizzards while trekkers were rescued by helicopter.

And it's not just the Himalayas – the problems are repeated worldwide. In the most extreme cases, porters believe they are simply seen as beasts of burden. In the words of a Peruvian porters' syndicate: "We suffer humiliation upon humiliation, and are treated as less than human." A tour operator in Pakistan is even more direct: the way porters are treated, he says, amounts to modern slavery.

**So, should people stop trekking?** Definitely not – porters need the work. But the roots of this problem need to be tackled: the policies and practices of the tour operators which the porters ultimately work for. But here in the UK, the majority of operators are not yet addressing porters' rights and working conditions.

**So what's the way forward?** Tourism Concern believes that fair trade in tourism offers an opportunity for real change and includes UK tour operators addressing the working conditions of their porters. We have worked with the trekking industry and tour operators within the UK – and got results. 41 out of 80 operators now have policies on porters.

#### But more still needs to be done.

As part of our ongoing work, Tourism Concern has released an update on experiences of good practice for trekking operators to ensure that porters' conditions keep on improving.

It is essential that we all continue to ask the right questions when going on a trek to ensure porters and their working conditions do not get left out in the cold. This is done by you – the public.





## TourismConcern

### Displacement of People

**Tourism Concern's campaign on the displacement of people by tourism.**

**Tourism Concern started to realise that one of the most severe effects of tourism development was that people were evicted from their homes. We were contacted by Maasai people from Tanzania asking for help and saying quite simply in hand-written letters which must have cost a lot to post: "tourism is killing us". Tourism Concern started campaigning on displaced people – people who have lost their homes and livelihoods through tourism. We focused particularly on the Maasai and other tribal people of East Africa.**

#### East Africa, Tanzania

At the beginning of 1988, pastoralists were evicted from the Mkomazi Game Reserve. Some of their homes were razed to the ground and some livestock was rounded up and sold by the government to pay for the evictions. People received no compensation and were literally left by the roadside with 40,000 cattle. They are now confined to a narrow strip of land surrounded by the farms and villages of the agricultural community along the river.

Tourists are permitted to enter the park to view the wildlife, but if cattle wander into the reserve in search of grass and water they are impounded and the pastoralists have to pay a heavy fine. This is a pattern that has been repeated throughout East Africa. National parks and the wildlife are being conserved at the expense of the people who have lived there and been guardians of the land and the wildlife for centuries, who understand the bush in much more detail than western wildlife 'experts' and have a very low-impact, sustainable lifestyle.

**Tourism Concern Campaign:** Tourism Concern members took part in a postcard campaign to British tour operators sending tourists to Kenya and Tanzania, asking what tour operators' positions were. We held meetings with the tour operators to encourage them to operate tours only in consultation with the Maasai and other tribal groups and to involve them in the business of tourism. A number of tour operators now conduct tours to Maasai-run lodges in Kenya and Tanzania.



*"We don't want to be dependent on tourists. We are the Maasai and we want to herd cattle."*

## Item E A Kenyan stakeholder's view

# Tourism, the drought and Maasai livelihoods



Resiatio Martyn is director for the Maasai Conservation and Development Organisation. She works with the community she originates from to develop their own tourism initiatives to aid conservation and to enable them to benefit from tourism. As a Maasai, Resiatio understands that tourism can be either detrimental or helpful to the community depending on how its development is approached.

Resiatio challenges the current status quo between wildlife and pastoralism ...

Situated in the south east of the 1,700 km<sup>2</sup> Maasai Mara reserve, the most popular wildlife viewing area in East Africa, are Maasai communities that benefit little from tourism and this has been made worse by the recent drought. Yet the reserve draws one-third of all tourists visiting Kenya and generates eight percent of the nation's tourism revenue.

Why is there a conflict?

The Maasai have co-existed alongside flora and fauna for their entire history, and have never threatened the existence of any known species of animal or plant life. The tourism industry and conservation organisations have come to value that wildlife – an outcome of the Maasai management strategy.

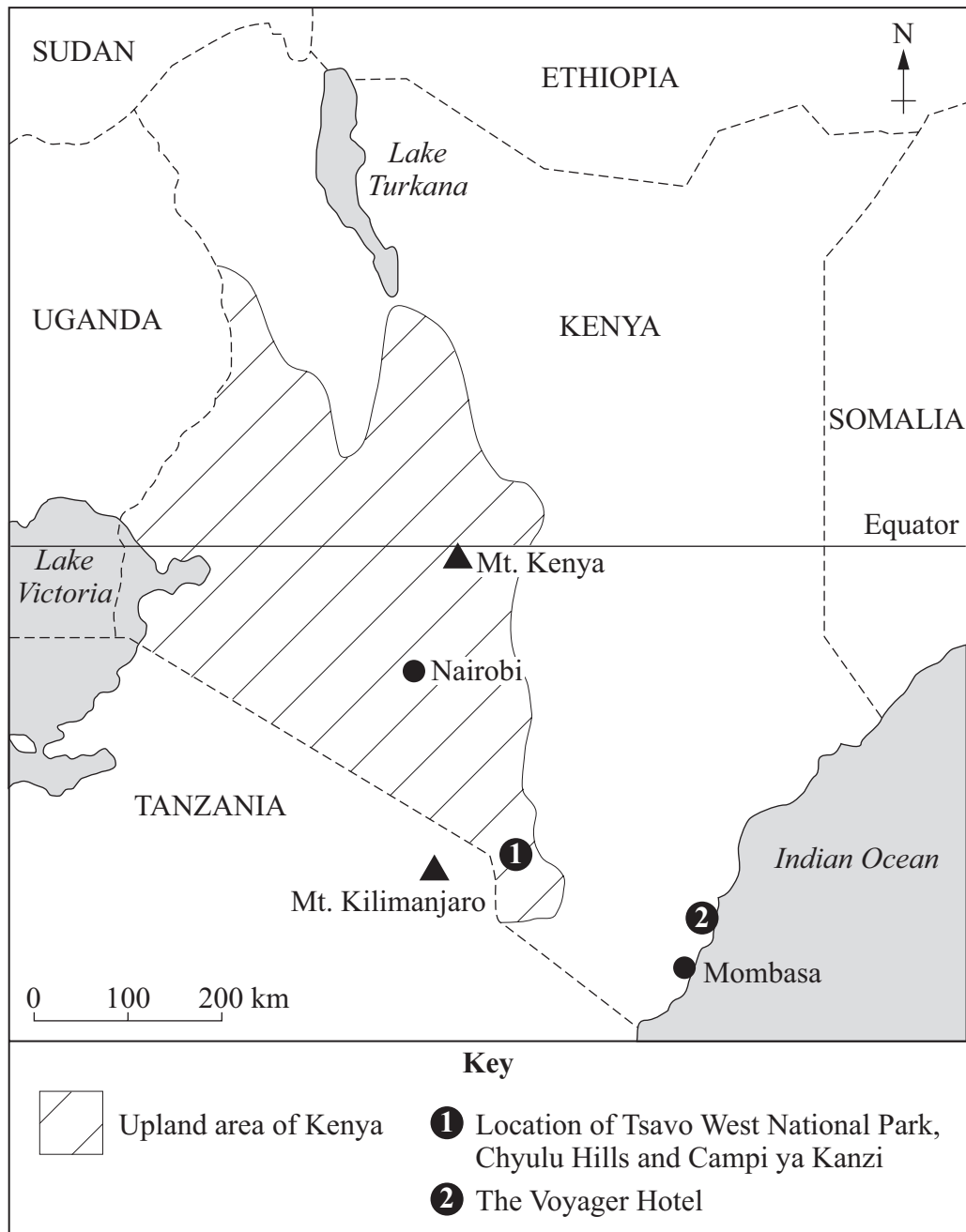
But with changing socio-economic conditions, Maasai have come into conflict with tour operators who depend on ecosystems remaining intact without the presence of the Maasai and their cattle. Farming of the land is on the increase and while pastoralist activities are compatible with wildlife and tourism, tilling the land is not.

During the recent drought, the Maasai living around the reserve were faced with life-threatening conflict. Cattle were dying and people's livelihoods destroyed because they were not allowed to use the areas adjacent to the park as they were an eyesore to the tourists.

This calls for proper planning of land use to suit tourism development, pastoralist and conservation efforts.

The question that the conservationists and tour operators never seem to address is the fact that the wildlife is there because it follows the Maasai around. The Maasai have shaped the environment to be in harmony with the wildlife. If they didn't have cows, they would start cultivating the land and the tourism industry would really suffer because tourists would find themselves staring at fields of maize!



**Item F Map of Kenya and background information**


Kenya is a country of great physical contrasts, ranging from dry plains in the north to green uplands and deep valleys in the south and west. The coastal strip has long sandy beaches. Throughout Kenya the wildlife is a big attraction to tourists, along with the warm temperatures all year round.

The people of Kenya are mostly descended from the traditional East African tribal groups such as the Maasai, although there are some Asian immigrants, mostly Indians and Arabs, in Nairobi and along the coastal strip around Mombasa and further north.

Tourists mostly come for the 'big game' safari holidays in the interior or for beach holidays on the coast. Many now buy packages which include both time on safari and at beachside locations.

**Item G    Extracts from Campi ya Kanzi website (an award winning eco-tourism project)**



*Campi ya Kanzi*

BRINGING YOU THE REAL AFRICA

Campi ya Kanzi features Maasai-led walking safaris in Kenya. Experience the thrill of tracking game on foot with traditional Maasai! Located in Kenya's prime game area between Amboseli and Tsavo National Parks, the camp provides a luxury tented experience for your exclusive private safari.

The main goal of Campi ya Kanzi is to protect the land of the Maasai of Kuku Group Ranch, to enable the Maasai community to keep living according to their traditions, if they so wish.

The ranch stretches from the Chyulu Hills to the foothills of majestic Mt. Kilimanjaro, the highest mountain in Africa (19,342 feet). The altitude ranges from 3,000 to 6,900 feet, so the land includes a number of different habitats. Biodiversity is extremely rich.

Our safaris are unique and tailor-made to your desires and needs. Since there is no mass tourism and the ranch's environment is still pristine, the wildlife is unspoiled by human contact. You'll have an unforgettable experience due to our unique combination of:

- Professional Guides
- Local Maasai trackers
- Outstanding scenery
- Biodiversity
- Wildlife that's truly wild!
- Guiding on animal behaviour
- Conservation and ecotourism
- Birdwatching
- Walking and trekking
- Finest Italian cuisine
- Owners hosting.



BRINGING YOU THE REAL AFRICA

You'll make your safari game drives in one of our six open Land Rover Defenders. Your professional guide and Maasai game trackers will always be with you to provide all needed information and to ensure your safety in the bush.

On a foot safari with your guides, you'll see many species of game and birds in their natural environment. Since this is your Maasai tracker's native land, he'll be able to introduce you to local medicinal plants, discuss animal tracks and behavior, and share with you his lore of the Maasai culture and traditions.

In common with the wildlife with which they co-exist, the Maasai need a lot of land. Unlike many other tribes in Kenya, the Maasai are nomadic and pastoral: they live by herding cattle and goats. In the past the Maasai and the wildlife have simply lived together peacefully. If this could be re-established, by showing to the Maasai the economic value of the presence of wildlife in their land, then the future of the land, the wildlife and the Maasai people will be assured.

This peaceful co-existence is the basis for a form of low-impact tourism, like Campi ya Kanzi. Kuku Group Ranch, where the camp is located, is occupied by only a few thousand Maasai. The land is rich in wildlife. Animals are fully protected in these National Parks, and they use the property as a corridor connecting the Parks.

Our aim at Campi ya Kanzi is not to make huge profits and, eventually, leave Africa. We chose to come, to invest our money in creating a community lodge (paid for by Luca and Antonella Belpietro, but owned by the Maasai community), with the aim to stay and spend the rest of our lives here.

Profit is our aim in the sense of sustainability. To be sustainable we need to be profitable. Every year we invest in better technologies to better preserve the environment and in our work force to get more Maasai involved in conservation and prove to the community the economic advantages of wildlife.

Nowadays, we are increasingly aware of the importance of protecting the environment and enjoying it in the most ecologically sound manner possible. We, at Campi ya Kanzi, are proud to be among the most environmentally friendly camps in all of Africa (so quoted by *Adventure Magazine*, *National Geographic* magazine, *USA Today*).

The camp has been built with local materials only, and not a single tree has been cut down. State of the art technology was applied for the use of renewable resources. Our 220-volt electricity is provided by solar power; water is heated with solar heaters. In the kitchen, we cook meals using a special eco-friendly charcoal produced by the United Nations Environment Project. We compost our food scraps for use in our vegetable garden. Water is our most precious resource; after use, our grey water passes through lava filters that cleanse it before it is used in the garden or put in a pond for wildlife.

Guests play an active part in sustainability as the \$30 conservation fee charged per day goes toward some of the Trust activities and employs game scouts to make sure there is no poaching, no water courses diversion, no bush fire and no illegal cutting of woods. It also helps towards employing teachers and nurses.

We are proud to say that we have achieved meaningful results in protecting both the wilderness and the wildlife, working hand in hand with the Maasai.

---

**Item H – Extract from Kuoni Brochure**

This item cannot be reproduced here due to copyright restrictions.  
The extract from the Kuoni brochure included information on the Kenyan coast  
and The Voyager Hotel.

**ACKNOWLEDGEMENT OF COPYRIGHT-HOLDERS AND PUBLISHERS**

Item A	The World Tourism Organization, <a href="http://www.world-tourism.org">www.world-tourism.org</a> ©UNWTO, 9284404108
Items B & D	Tourism Concern
Item C	The World Travel and Tourism Council
Item D	Photograph: <a href="http://www.maasai.com">www.maasai.com</a>
Item E	Resiato Martyn – The Maasai Conservation and Development Organisation
Item G	Luca Belpietro, Campi ya Kanzi. <a href="http://www.maasai.com">www.maasai.com</a>
Item H	Kuoni Travel Ltd.

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										



General Certificate of Education  
Specimen Question Paper based on June 2008  
Advanced Level Examination

# Travel and Tourism

**TT11**

## Unit 11 Impacts of Tourism

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
TOTAL	

**For this paper you must have:**

- a clean copy of the pre-release material.

You may use a calculator.

**Time allowed**

- 2 hours

**Instructions**

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided.  
Answers written in margins or on blank pages will not be marked.
- Do all rough work in this book. Cross through any work you do not want to be marked.

**Information**

- The maximum mark for this paper is 90.
- The marks for questions are shown in brackets.
- In Question 5 you will be marked on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary where appropriate. The legibility of your handwriting and the accuracy of your spelling, punctuation and grammar will also be considered in this question.

**TT11**

Answer **all** questions in the spaces provided.

**1** Study **Item A** of the pre-release material.

**1** (a) Describe the changes in the pattern of tourism between **1950** and the **present day**.

.....

.....

.....

.....

.....

.....

.....

(4 marks)

**1** (b) Compare the actual and forecast market share and annual growth rates for the world regions between **1995** and **2020**.

.....

.....

.....

.....

.....

.....

.....

(4 marks)



- 1 (c) Suggest what the forecast for 2020 and the average annual growth rate 1995–2020 might mean for countries in the Less Economically Developed World.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(6 marks)

14

**Turn over for the next question**

**Turn over ►**



2 (a) Outline the views and values that each of these stakeholders has in the context of the present and future development of tourism. Explain why they hold these views.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

(8 marks)





This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

**Question 2 continues on the next page**

- [illegible]

24



**3** Study **Item D** of the pre-release material.

Tourism Concern has identified problems faced by porters working on trekking holidays.

**3** (a) Outline these problems.

.....

.....

.....

.....

.....

.....

.....

.....

(4 marks)

**3** (b) Suggest and explain actions that could be taken by **two** stakeholders to reduce the problems that you have outlined.

.....

.....

.....

.....

.....

.....

.....

.....

(4 marks)



This image shows a full page of a worksheet designed for handwriting practice. It features 15 evenly spaced, horizontal dashed lines across the entire width of the page. The background is plain white, and there are no margins, text, or other markings present.

8



Explain why Campi ya Kanzi is a good example of an ecotourism project.

Answer this question in continuous prose. The quality of written communication will be assessed in your answer.

[illegible]

12

Assess the potential social and economic impact of the Voyager Hotel on the local community.

[illegible]

8



- 
- This image shows a full page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings on the page.

**Question 7 continues on the next page**

- 
- This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

**END OF QUESTIONS**





**General Certificate of Education**

**Travel and Tourism**  
**8651/8653/8656/8659**

**TT11          Impacts of Tourism**

**Specimen Mark Scheme from 2010**

**Based on June 2008**

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2009 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

## **General Guidance for Assistant Examiners of A Level Travel and Tourism**

### **Quality of Written Communication**

As required by QCA, the marking scheme for this unit includes assessment of quality of written communication. There are no discrete marks for the assessment of written communication, but in the question/s indicated quality of written communication will be assessed as one of the criteria within each level.

### **Levels Marking – General Criteria**

The following criteria relate to knowledge, understanding, critical application and the quality of written communication as outlined in the AQA GCE Travel and Tourism subject specification. They are designed to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has reached. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

*Level 1*     The answer is basic.

- Some knowledge is given but this is incomplete. It may contain errors and/or misunderstandings.
- Understanding is shown, but this may be partial or superficial.
- Simple skills are shown, but the candidate struggles with more complex skills. Written communication is basic but conveys meaning, despite some spelling and/or grammatical errors.
- There is some reference to the vocational aspects of the course, but the answer does not show a clear understanding of the needs of the working situations that are mentioned.

*Level 2*     The answer is clear.

- Knowledge is shown and used in a relevant context. There are few errors or misunderstandings.
- Understanding of simple concepts is shown clearly, and there is some understanding of the more complex ideas of the course.
- Competent skill levels are shown, and the candidate uses some more complex skills. Written communication is clear and conveys meaning well. There may be some spelling or grammatical errors, but the candidate also uses some more sophisticated and mature constructions.
- There is reference to the vocational aspects of the course, and the answer show a clear understanding of some of the needs of the working situations that are discussed.
- The candidate shows some ability to evaluate material provided by the examiner or from his/her own research. Where applicable, some predictions are made on the basis of this material.

*Level 3*     The answer is detailed.

- Detailed knowledge is shown and used well, in a relevant context. There are few, if any, errors or misunderstandings.
- Understanding of most concepts (including the more complex ideas of the course) is shown clearly and in detail.

- Strong skill levels are shown, and the candidate uses a variety of more complex skills. Written communication is almost faultless and conveys meaning in a very clear way. The candidate uses more sophisticated language and mature constructions.
- There is reference to the vocational aspects of the course, and the answer show a detailed understanding of the needs of the working situations that are discussed.
- The candidate can evaluate material provided by the examiner or from his/her own research. Where applicable, detailed predictions are made, and well justified, on the basis of this material.

**NB:** A perfect answer is not usually required for full marks. Clearly it will be possible for a candidate to demonstrate variable performance between the levels. In such cases the principle of ‘best-fit’ should be applied.

### Annotation of Scripts for Levels Marked Questions

- In levels marking one tick does **not** necessarily equate to one mark. Ticks should **not** be used in levels of response answers, although they are perfectly acceptable in points-marked answers.
- In levels marking underlining should be used very sparingly, to indicate where a section of an answer is to be found. For example, where a candidate begins to describe the opportunities of an organisation after describing its weaknesses in a SWOT analysis without starting a new paragraph.
- Statements that are particularly pertinent or indicate a certain level of understanding should be bracketed in the margin nearby with a note of the level (L1, L2, etc.) attained.
- Use L1, L2, L3, etc. in the left-hand margin. Examiners should note in the margin where a candidate has achieved a particular level of understanding, **each time** that level has been reached in a task. By looking back through the task at the frequency of use of the various levels, the examiner will be able to determine the overall level of the response.
- An up arrow next to the level indicator (e.g. L2↑) would show that the response is at the top end of the level, a down arrow (e.g. L2↓) that it is at the bottom of a level and an equals sign (e.g. L2=) that it is securely within the level. Another acceptable indicator would be ‘just’ (e.g. L2 – just), showing that a response has just achieved a certain level.
- Candidates sometimes produce large amounts of material that is irrelevant to the task or generic/theoretical only and not creditworthy. Sideline this material and make an explanatory note in the margin (e.g. ‘theory’ or ‘not relevant’).
- Marks allocated to sections of a question should be written in the margin at the end of the section, but not circled, and the section marks added up to give the final mark.

### General Advice

It is important to recognise that many of the answers within this marking scheme are only exemplars. Where possible, the range of acceptable responses is indicated but, because many questions are open ended in nature, alternative answers may be equally credit worthy. The degree of acceptability is clarified through the Standardisation Meeting, and subsequently by telephone with the Team Leader as necessary.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(a)	<p><b><u>Point mark</u></b></p> <ul style="list-style-type: none"> <li>• Continuous rise throughout the period</li> <li>• From about 30m in 1950 to 694m (or a little more) at present day</li> <li>• Flat period overall (or equiv) in late '70s – early '80s</li> <li>• All regions experienced this flat period</li> <li>• Slight drop 2003</li> <li>• All regions experienced this drop</li> <li>• Share of S. Asia, Middle East, Africa, E Asia/Pacific have all increased</li> <li>• Proportion of total has increased for LEDW since 1970</li> </ul> <p>Credit any other valid description but do not double mark.</p>	4	AO3
1(b)	<p><b><u>Point mark</u></b></p> <p>Marks only for comparisons – between regions and/or market share/annual growth rate</p> <ul style="list-style-type: none"> <li>• Europe had and, is forecast to retain, the largest market share</li> <li>• This was more than half total in 1995, set to reduce to under half in 2020</li> <li>• Europe growth is the smallest</li> <li>• Americas were 2<sup>nd</sup> highest in 1995 but set to fall into third place after E Asia &amp; Pacific by 2020</li> <li>• S Asia was smallest in 1995 and set to remain so</li> <li>• But S Asia's growth rate is forecast to be higher than Africa, Americas and Europe</li> <li>• Highest forecast growth rate is Middle East.</li> </ul> <p>Credit any other valid comparison but do not double mark.</p>	4	AO2

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(c)	<p><b>Level mark</b></p> <p><b>Level 1</b> Largely obvious points relating to numbers visiting or economic growth without being specific or emphasising impact/problems/opportunities. Simple reference to more jobs created</p> <p><b>Level 2</b> Needs some recognition of impact in terms of problems/opportunities. More specific ideas such as infrastructure developments, accommodation/resort developments. Specific job opportunities. Specific pressure on environment and social change/stability One clearly developed idea could gain full marks.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<b>AO4</b>
<b>Total</b>		<b>14</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2 (a) (i)	<p><b>Level mark</b></p> <p><b>Level 1</b></p> <p>Undeveloped references to economic, social or environmental impacts. Simple ideas about need to protect people and environments, e.g. people are exploited, work for little money, land is damaged, vague references to pollution. Little development of ideas. Lack of reasons as to why these views are held.</p> <p>Probably all ideas will be based on negative impacts.</p> <p>May be some specific examples at top of level but still lacking in explanation. May refer to sustainable tourism but without development/illustration.</p> <p><b>Level 2</b></p> <p>Some reasonable attempt to explain why views are held is needed to access this level.</p> <p>Concept of sustainability may be developed appropriately in context of values.</p> <p>Clear recognition that Tourism Concern is a voluntary sector organisation wanting to raise public and private sector awareness can access level 2.</p> <p>Clear idea that the organisation wants to work with the tourism industry rather than against it.</p> <p>More specific detail on relationship between tourism and people, economies, environments. May contain some qualified references to positive impacts. May comment upon the way in which such an organisation works on behalf of others based on ‘humanitarian’ beliefs.</p> <p>The best answers will show balance and understanding of the way such organisations work.</p>	<p><b>1 – 4</b></p> <p><b>5 - 8</b></p>	<p><b>AO2</b></p> <p><b>AO3</b></p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<b>2 (a) (ii)</b>	<p><b>Level 1</b></p> <p>Simple ideas about need to develop the economy of countries/areas. Some recognition that business needs to look after people and environments. Little development of ideas and few links between ideas.</p> <p>Lack of reasons as to why these views are held.</p> <p>May not realise that these are business interests</p> <p>May be some specific examples at top of level but still lacking in explanation.</p> <p>Little evidence of a proper understanding of the different perspective of business interests</p>	<b>1 – 4</b>	<b>AO2</b> <b>AO3</b>
	<p><b>Level 2</b></p> <p>Clear recognition that business interests are fundamentally different to private/voluntary sector.</p> <p>Idea that this is a new approach for business interests but more than just using the phrase “Blueprint for New Tourism.”</p> <p>May suggest that business is increasingly taking account of sustainable views. May suggest that media pressure is forcing new views and values on the business community. Some reasonable attempt to explain why views are held is needed to access this level.</p> <p>More specific detail on relationship between business and tourism in context economies, people and environments.</p> <p>Probably will contain some qualified references to political difficulties. May comment upon the way in which business organisations can work for the benefit of all.</p> <p>May develop the idea that business brings work and prosperity and that this comes at a price.</p> <p>The best answers will show balance and understanding of the way in which business organisations work – an understanding of the business agenda.</p>	<b>5 – 8</b>	



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2 (b)	<p><b>Level mark</b></p> <p><b>Level 1</b></p> <p>At the basic level links with the LEDW will be simplistic and lack development/explanation. Points may tend to be isolated with little if any relative weight given to them. For example the need for planning may be mentioned but not developed in terms of specific government actions or links with private sector. Material will be directly lifted from PRM. Links between ideas will be non existent or superficial. At the top of the level a number of points may have been made, but essentially without development.</p> <p><b>Level 2</b></p> <p>An answer which clearly suggests that tourism is an appropriate/easily developed sector of the economy for LEDCs should access level 2, and more up the level for appropriate detail</p> <p>Answers will start to have some coherence with links between ideas being developed. There will be increased use of appropriate examples and explanations will be developed. There will an understanding of the roles of organisations from the different economic sectors. The idea of potential impact will be clear, including how the lack of appropriate action may result in negative economic impacts. The political dimension is likely to be well developed at the top of the level.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO4</b></p>
<b>Total</b>		<b>24</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3 (a)	<p><b><u>Point mark</u></b></p> <ul style="list-style-type: none"> <li>• Have to work in hazardous conditions – cold, altitude etc (one mark only)</li> <li>• Many not used to conditions they have to face</li> <li>• Specific medical conditions eg frostbite, altitude sickness (one mark only)</li> <li>• Risk of death</li> <li>• Have to carry heavy loads</li> <li>• Risk of abandonment</li> <li>• Inhumane treatment</li> </ul>	4	AO2 AO3
3 (b)	<p><b><u>Point mark</u></b></p> <p>Additional mark per point for development Stakeholders need to be obvious or stated.</p> <ul style="list-style-type: none"> <li>• Tour Operators could only sell trekking holidays to areas where they know porters would be treated properly( = policy) and pull out of areas where this did not happen (2 marks)</li> <li>• Governments in trekking areas could ensure health and safety via legislation and enforcement (2)</li> <li>• Continued pressure by groups such as TC encouraging travellers not to buy holidays in suspect situations - boycotts (2)</li> <li>• Porters could strike/join or form a union to force companies into a more supportive position (2).</li> </ul>	4	AO2
<b>Total</b>		<b>8</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4	<p><b>Level mark</b></p> <p><b>Level 1</b> Problems listed without development eg. loss of land, no access to grazing, cattle killed by lions from National Parks, tourists driving through grazing areas, threaten traditional culture/way of life (without being specific). At the top of this level there may be a number of unlinked and undeveloped points made. At the lower part of the level the significance of the clash between conservation and the Maasai may not be appreciated. At the top of the level some attempt to answer this part of the question may be made but with limited success and a lack of detail.</p> <p><b>Level 2</b> Points are developed and explained eg concept of a pastoral and partly nomadic way of life being interrupted or prevented, a lot of land is needed. Pressures to 'conform' and become sedentary. Essentially subsistence way of life which brings specific clashes with tourists. Specific pressures to abandon traditional way of life because of opportunities in tourist trade. The conservation clash is understood and explained, the demands of the tourist for a 'wild' experience and how this clashes; specific restrictions due to protection eg access restricted in National Parks eg when drought may necessitate search for better pastures within protected area; restrictions on killing of lions which attack stock.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO2</b> <b>AO3</b> <b>AO4</b></p>
<b>Total</b>		<b>8</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5	<b>Level mark</b>		
	<b>Level 1</b> Simple ideas lifted from the PRM without any development. Some explanation/development needed to access Level 2. Max 4 marks without this however many examples are quoted. Some attempt to use a form and style of writing appropriate to purpose and subject matter Ideas are communicated in a basic way with limited use of specialist vocabulary. There are noticeable errors in accepted conventions of written communication.	1 – 4	
	<b>Level 2</b> Clear contrast between small scale and mass tourism development would access level 2, even without specific detail – detail would allow movement up through the level. Some development needed either in terms of detail or relevance in context of ecotourism. At the lower part of this level there may be only environmental ideas eg linked to use of materials and energy saving. At top of level the human aspects of ecotourism will also be evident eg the Maasai as part of the environment. The specific aims and approaches of the owners will also be likely at this level. Limited use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated with some structure evident with occasional use of specialist vocabulary. There are some errors in accepted conventions of written communication.	5 – 8	AO2 AO3 AO4
	<b>Level 3</b> A balanced appreciation will be evident with a wider understanding of the concept of ecotourism, perhaps with an illustrated explanation. The relationship between the owners and the Maasai will be well understood. The nature of this ‘business model’, perhaps making contrasts with the traditional one may be found at the top of the level. Full use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated using a logical structure, with use of specialist vocabulary where appropriate. There are few errors in accepted conventions of written communication.	9 - 12	
<b>Total</b>		<b>12</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<b>6</b>	<p><b>Level mark</b></p> <p><b>Level 1</b> May recognise the cue of all-inclusive and regurgitate ideas which are not linked to this example. Such answers may be largely negative and should remain in level 1. Other answers may be positive but fail to give detail eg making general reference to unspecified job opportunities. Generally answers in this level will be simplistic.</p> <p><b>Level 2</b> Answers will be clearly linked to this example with detail given. Some candidates may take a negative view of the all-inclusive nature but must justify there position with detail. Others may take a positive view and support their arguments well. The highest scoring candidates will show balance in their views on all-inclusives in the context of the example provided. However there is no need to tackle the all-inclusive issue in order to gain top marks, but doing so may make the top marks more accessible.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO3</b> <b>AO4</b></p>
<b>Total</b>		<b>8</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7 (a)	<p><b>Level mark</b></p> <p>Example chosen must be from MEDW. Allow some latitude in what this might mean.</p> <p><b>Level 1</b> Answers may be vague and at an inappropriate or unclear scale. Limited marks available for country scale unless a small island for example. A stakeholder plus a simple statement of the conflict for one mark. Further marks for some development. Once an answer is clear, well located and has some development it must be top of level 1, if there is also some explanation it should move into level 2.</p> <p><b>Level 2</b> Access to level 2 given above. Movement up the level would depend upon at least a second conflict being introduced and dealt with as the first. Such an answer could score full marks.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO1</b></p>
7 (b)	<p><b>Level 1</b> Suggestions are not developed or explained. It may not be clear which specific conflict or stakeholder is being discussed. The answer may be very general and generic – lacking in specific detail. At the top of the level some specific detail is found. Moving into level 2 requires clear stakeholder and conflict along with an action which shows some development even if fairly limited.</p> <p><b>Level 2</b> Bottom of level defined above. Moving up the level will require some further development/explanation of how the action might work. One very well argued example could gain full</p> <p>Question does not call for evaluation but credit if there. Full marks can be gained without evaluation.</p>	<p><b>1 – 4</b></p> <p><b>5 - 8</b></p>	<p><b>AO1</b></p>
<b>Total</b>		<b>16</b>	